

ACHIEVEMENT Emotions and Self-efficacy as Correlates to the Study Habits of Grade Six PUPILS

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ABSTRACT

This study aimed to determine the influence of achievement emotions and self-efficacy as they correlate with the study habits of the pupils. A quantitative research design using the descriptive-correlational method was employed. The respondents of the study were the grade six pupils in Davao City. Sets of adapted questionnaires were used to obtain information from the respondents. Mean and standard deviations were utilized to determine the level of achievement emotions, self-efficacy, and students' study habits. Pearson r correlation coefficient was used to measure the relationship of the variables associated with student study habits. Multiple regression analysis was used to determine the influence of the variables that best predict student study habits. Results of the study revealed that the levels of achievement emotions, self-efficacy, and students' study habits were high. The relationship between the three variables further showed that achievement emotions and self-efficacy were significantly related to grade six students' study habits; furthermore, achievement emotions and self-efficacy were found to influence grade six students' study habits.

KEYWORDS: *Education, elementary, achievement emotions, self-efficacy, students study habits, descriptive-correlation, Philippines*

INTRODUCTION

The most influential factor in academic performance is study habits. Islam (2021) asserted that study habits are routines that students follow to facilitate their learning and studying. For elementary students to succeed academically, they must develop productive study habits (Jafari et al., 2019). Good study habits help students perform well, while poor study habits can weaken academic performance (Akpan & Salome, 2015). In recent years, a growing concern has emerged regarding poor study habits among students,

posing a notable challenge to educational outcomes (Peker Ünal, 2021). Inadequate utilization of essential academic resources, coupled with poor time allocation and note-taking practices, has emerged as a pressing concern among students, impacting the development of effective study habits (Sakirudeen & Sanni, 2017). During the past years, there has been a growing recognition of a significant concern regarding study habits in various countries. This conforms to the study of Uslu and Körükcü (2021), who stated that nations such as Turkey have observed a prevalent and escalating issue related to poor study habits among students, posing a potential threat to their educational outcomes. Students with poor study habits struggle to grasp and retain information, prioritize tasks, or allocate sufficient time to different subjects, affecting their academic performance (Tus et al., 2020).

In the Philippines, students need better study habits, which leads to problems for students beyond their academic performance (Capuno et al., 2019). One of the problems contributing to poor academic performance is the need for proper study. Most students are spending less time on their studies because of many factors that could be considered (Arrieta et al., 2017). Moreover, Villa and Sebastian (2021) stated that their inability to engage deeply with academic content is further hampered by ineffective time management and a lack of strategic study techniques, which results in a superficial understanding of subjects. The impact of poor study habits reaches beyond immediate academic setbacks, influencing students' self-perception and potentially limiting their access to future educational and career opportunities. Relatively, Bibon et al. (2022) emphasized that students with poor study habits face many challenges beyond classroom limits. They need help to adopt effective and disciplined study practices; these students often need help comprehending and retaining academic content.

In Davao City, students' poor study habits are a familiar problem teachers observe (Salimaco, 2020). The issue of inadequate study habits among students is a recurring challenge that educators in the city consistently encounter. Poor study habits in students are multifaceted and impact their academic performance and overall learning experience (Abenoja & Edig, 2023). Students who do not develop practical study skills often need help to grasp and retain information, leading to lower grades (Duay & Doble, 2022). Further, study habits are crucial in shaping students' academic journey and lifelong learning. Good study habits enhance concentration, time management, and organizational

skills, while poor study habits hinder progress and essential skills. Furthermore, research by Salimaco (2020) stated that students with poor study habits may experience memory and information retention difficulties. This can lead to forgetfulness and challenges in recalling essential details during assessments.

On the one hand, regarding the issues above, the researcher looked into various factors related to study habits. Achievement emotions are one component that might have an impact on study habits. Nava Guzmán et al. (2023) asserted that achievement emotions encompass the array of feelings and reactions individuals experience in response to their academic accomplishments or setbacks. Pekrun (2017) also emphasized that achievement emotions are defined as emotional states that arise in connection with educational activities or outcomes. Additionally, Mangarin et al. (2023) pointed out that learning, achievement, and psychological traits, including learning satisfaction, are all positively influenced by positive achievement emotions, which improve adaptive learning strategies and encourage students to meet their learning objectives.

On the other hand, self-efficacy may also be one of the factors affecting study habits. In addition, Hamann et al. (2020) conveyed that self-efficacy in students refers to their belief in their ability to accomplish tasks, overcome challenges, and attain academic success. Students with high self-efficacy are inclined to tackle assignments with assurance, endure challenges, and establish demeaning objectives (Phan, 2023). Similarly, Ahmad and Safaria (2013) emphasized that students with high self-efficacy are likelier to exhibit positive study habits, such as effective time management, goal setting, and persistence in facing challenges. Meanwhile, low self-efficacy can make someone doubt their abilities, affecting their academic performance (Muhtadi et al., 2022).

Despite the extensive literature cited in this research, only a few studies were conducted in Davao City about achievement emotions, self-efficacy, and student study habits. Further, most of the literature (Hawthorne et al., 2021; Villa & Sebastian, 2021) focuses on academic achievement and its influence on student motivation rather than examining the role of achievement emotions as predictors of student study habits. Furthermore, some studies (Duru, 2022; George et al., 2020) emphasize the literature centered on self-efficacy among junior high school students but did not precisely target grade six students. In addition, most of the studies highlighted in the literature focus on study habits as

attributable to factors like time management, motivation, and learning strategies. Following the Control Value Theory created by (Pekrun, 2011). This study aims to determine the influence of achievement emotions and self-efficacy on the study habits of grade six pupils in Davao City public schools.

METHODS

Research Design. This study utilized a descriptive correlational design to determine whether achievement emotions and self-efficacy substantially impacted students' study habits.

Research Locale. This study was conducted among elementary schools in Davao City, particularly in Davao Central District: Schools A, B, and C. The choice of these schools was prompted by the fact that these schools have the largest population, and the researcher can get a sufficient number of responses from the respondents.

Research Respondents. The study's respondents were the 160 grade six pupils at the selected schools in Davao City. Stratified random sampling was used to select the respondents. The respondents covered the following schools: School A with 68 students, School B with 50 students, and School C with 42 students.

Only students from the selected public schools of Davao City are included in the study since these schools have a significant number of grade six pupils. The researcher only included the students enrolled in Grade Six since they were the most qualified to answer the research instrument.

Research Instrument. The questionnaires used in the study are composed of three parts. Part I focused on achievement emotions, which was adapted from Bieleke et al. (2021); Part II deals with self-efficacy, which was adapted from Fertman and Primack (2009); and Part III is centered on students' study habits, which was adapted from (Sakirudeen & Sanni, 2017). The instruments were validated by a panel of experts and were subjected to pilot testing.

The overall Cronbach's alpha based on the result of pilot testing for achievement emotions, self-efficacy, and study habits were 0.937 (very high reliability), 0.805, and 0.837 (high reliability). The questionnaires are in high internal consistency and, therefore, are reliable. The 5-point Likert Type was used.

The statistical techniques used to total and analyze the information

obtained from the questionnaires are the mean, standard deviation, spearman correlation coefficient, and regression analysis.

Data Collection. During data gathering, the researcher followed the steps: To request authorization to carry out the study, a letter will be requested from the Dean of the Graduate School. The study is entitled Achievement Emotions and Self-efficacy as Correlates to the Study Habits of Grade Six Pupils. Upon approval of the permission letter, the researcher formally requests ethical clearance from the UIC REC before administering the instruments to the study's target respondents. After asking permission from the dean and UIC REC to release ethical clearance, the researcher forwards the letters and other documents to the school division superintendent of Davao City to formally ask permission to conduct the study.

On the one hand, the target respondents were officially informed about their participation in the study. The study's objectives and their essential role in this research were explained to them. It was also highlighted to the respondents that their participation is optional. The respondents' responses were tallied based on the study's objectives and forwarded to the statistician for data treatment.

RESULTS

Correlation of Achievement Emotions and Self-efficacy to Student Study Habits

Table 1 shows the significance of the relationship between achievement emotions and students' study habits. The table below shows that Pearson r value of 0.373 indicates a positive and moderate relationship between achievement emotions and study habits. It suggests that there is a tendency for individuals experiencing more positive achievement emotions also to exhibit better study habits and vice versa.

Table 1
Correlation of Achievement Emotions and Self-efficacy to Student Study Habits

Student Study Habits			
Independent Variables	Pearson's r	p-value	Remarks
Achievement Emotions	0.373	0.001	Significant

Self-Efficacy	0.435	0.001	Significant
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**Significant $p<0.05$*

As mentioned, the achievement emotions, measured in terms of class-related, learning-related, and test-related emotions, are significantly associated with students' study habits. The significant result implies a meaningful connection between students' emotional experiences in the classroom environment during the learning process while facing assessments and the study habits they adopt. Additionally, it suggests that positive or negative emotional states associated with various aspects of academic engagement may play a crucial role in shaping and influencing students' study habits. Moreover, data imply that a positive perception of achievement emotions can contribute to fostering favorable study habits. When students associate class-related, learning-related, and test-related emotions with positive experiences, it benefits their overall approach to studying. This suggests that cultivating a supportive emotional environment within educational settings enhances the learning experience and catalyzes developing and maintaining effective study habits. These insights underscore the importance of considering the emotional aspects of education as integral components influencing students' academic behaviors and outcomes.

The findings are in consonant with the study by Islam (2021), which found that students who cultivate positive emotional connections with their academic pursuits are likelier to exhibit disciplined and effective study habits. In addition, Villa and Sebastian (2021) reported that these positive emotions can act as motivational forces, encouraging students to engage more deeply with their coursework, fostering a resilient attitude towards challenges, and ultimately contributing to improved academic performance. Further, it affirms the study of Hawthorne et al. (2021), who stated that understanding and nurturing these positive achievement emotions emerge as crucial elements in cultivating a conducive learning environment and facilitating the development of study habits that propel students toward success in their educational journey.

Also, the significance of the relationship between self-efficacy and students' study habits is shown. Results have revealed a Pearson's r value of 0.435 and a p -value less than 0.001 or a statistically significant and moderate positive correlation between self-efficacy and students' study habits. This implies that as self-efficacy increases, there is a meaningful tendency for students to demonstrate more effective and disciplined study habits. This underscores the importance of fostering and enhancing self-efficacy beliefs among students, as it

is associated with positive study behaviors that contribute to a more successful academic experience. The result indicates how differences in these self-efficacy dimensions are linked to significant variations in students' study habits. This demonstrates the complex nature of self-efficacy, wherein students' study habits are significantly influenced by beliefs about learning and peer relationships and abstaining from drug-related behaviors. These results highlight the significance of considering various self-efficacy factors in interventions to improve and encourage students' good study habits.

The results corroborate with the study of Hamann et al. (2020), who stated that students with a strong sense of self-efficacy, encompassing beliefs in their ability to learn, interact with peers, and resist potentially detrimental behaviors such as drug-related activities, tend to exhibit more positive and effective study habits. Similarly, it conforms to the study of Hamann et al. (2021), which stated that the beneficial relationship between study habits and self-efficacy improves academic achievement and lays the groundwork for students' personal growth and lifetime learning. Further, it affirms the study conducted by Haidari et al. (2023), who infers that students with a strong sense of self-efficacy tend to adopt effective study habits, contributing to enhanced academic performance. The result implies that self-efficacy significantly influences and reinforces positive student study habits, creating a foundation for academic success and lifelong learning.

Moreover, the findings align with the control value theory developed by Pekrun (2011), which posits that students' emotions, perceptions of control, and value of academic tasks significantly influence their motivation, engagement, and educational outcomes. The study reveals that students who perceive more significant control over their learning and value the task are likelier to experience positive emotions, such as enjoyment, and engage in effective study habits. Conversely, students who perceive lower control or value in a task are more likely to experience negative emotions, such as anxiety or boredom, which can hinder their study habits. Additionally, control value theory emphasizes the importance of self-efficacy, which refers to students' beliefs in their ability to succeed in specific tasks. The study findings indicate that students with higher levels of self-efficacy are more likely to perceive more significant control over their learning and confidently approach tasks, leading to positive emotions and effective study habits.

Significance of the Influence of Achievement Emotions and Self-efficacy to Student Study Habits

Table 2 presents the data regarding the significance of the influence of achievement emotions and self-efficacy on students' study habits. The results suggest that achievement emotions and self-efficacy are essential in shaping and influencing various aspects of individuals' study habits. The estimate column shows the estimated coefficient for each predictor variable. These coefficients represent the change in the outcome variable for a one-unit change in the predictor variable while holding all other variables constant. The estimated coefficient for achievement emotions is 0.279. This means that, on average, the outcome variable is expected to increase by 0.279 units for each one-unit increase in achievement emotions. However, this effect may still be significant, especially considering the cumulative impact of multiple factors that can influence study habits. On the other hand, the estimated coefficient for self-efficacy is 0.437.

Table 2
Significance of the Influence of Achievement Emotions and Self-efficacy to Student Study Habits

Variables	Estimate	SE	Students Study Habits		
			t	p-value	Remarks
Achievement Emotions	0.279	0.0953	2.93	0.004	Significant
Self-Efficacy	0.437	0.1010	4.33	0.001	Significant

**Significant at $p<0.05$*

Model	R	R ²	Adjusted R ²	Overall Model Test			
				F	df1	df2	p
1	0.481	0.231	0.221	23.6	2	157	< .001

This suggests that, on average, the outcome variable is expected to

increase by 0.437 units for each one-unit increase in self-efficacy. Achievement emotions p-value is 0.004, meaning that the coefficient is statistically significant. For self-efficacy, the p-value is less than 0.001, indicating that the coefficient is highly statistically significant. This implies that achievement emotions and self-efficacy are essential in promoting students' study habits, with a greater emphasis on the latter.

The results, as shown in the table, underscore the substantial impact of the combined influence of achievement emotions and self-efficacy on students' study habits. The computed R-square of 0.231, F-ratio of 23.6, and the highly significant p-value of 0.001 signify that 23.1 percent of the variability in student study habits can be attributed to the examined factors – achievement emotions and self-efficacy. While this highlights the importance of these psychological dimensions, it is crucial to acknowledge that 76.9 percent can be attributed to unexplained variables or other factors not included in the study. This suggests the presence of additional factors, both internal and external, that contribute to the complexity of student study habits but were not encompassed within the scope of this study.

Between the two independent variables, achievement emotions and self-efficacy, self-efficacy has more weight towards improving student study habits, as indicated by its t-value of 4.33. This means that self-efficacy and student study habits have a significant influence and positive relationship. The positive regression coefficient suggests that an increase in self-efficacy is associated with a corresponding increase in student study habits. Likewise, the computation yields an estimated coefficient of 0.437 and a p-value of less than 0.001, indicating a significant influence of self-efficacy toward student study habits. Specifically, for every one-unit increase in self-efficacy, there is a corresponding increase in student study habits by 0.437 standard deviations. Since self-efficacy is more influential in student study habits, this finding highlighted the importance of self-efficacy in fostering effective study habits. This means there is a need to develop more policy implications towards self-efficacy compared to achievement emotions. When teachers implement tailored programs, workshops, and mentorship opportunities, students foster and sustain self-efficacy beliefs that can significantly contribute to positive study habits. In addition, teachers and guidance counselors need to know how to identify and deal with things that can affect students' sense of self-efficacy to create a safe and encouraging learning environment.

Moreover, the t-value of achievement emotions is 2.93, which indicates that the coefficient for achievement emotions is significantly different from zero and has a p-value of 0.004; this means that achievement emotions have a significant influence on student study habits. The positive regression coefficient suggests that an increase in achievement emotions is associated with a corresponding increase in student study habits. Specifically, for every unit increase in achievement emotions, there is a corresponding increase in student study habits by 0.279 standard deviation. This finding has implications for teachers integrating interventions that support positive emotional experiences, providing platforms for students to express and manage their emotions, and equipping educators with tools for recognizing and addressing emotional needs that can contribute to a supportive learning environment.

The study concludes the following: (1) the overall level of achievement emotions was high, this implied that increased emotional engagement suggests a positive and conducive atmosphere within educational settings, where students often experience emotions associated with their academic endeavors; (2) the overall level of self-efficacy was high, this indicated that individuals often strongly believe in their ability to navigate and accomplish tasks; (3) the overall level of student study habits was high, this implied that individuals often exhibit disciplined and productive approaches to their academic pursuits; (4) a significant positive relationship existed between achievement emotions and students' study habits. The significant relationship between self-efficacy and students' study habits was also evident; (5) the study has found that achievement emotions and self-efficacy are essential factors significantly influencing students' study habits.

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